



Canada

The Land, Histories, and Stories

Home Instructor's Guide and Assignment Booklet 9A

Module 9 Celebrate Beautiful British Columbia

Grade 5 Social Studies
Module 9: Celebrate Beautiful British Columbia
Home Instructor's Guide and Assignment Booklet 9A
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

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Module 9: Celebrate Beautiful British Columbia

Overview

In Module 9 the student, along with Leijin Wong, visits British Columbia to learn about the land and people of Canada's West Coast. The student reads about Salmon Boy, who threw salmon bones into the bushes, women who thanked trees for bark capes, and carvers who walked in misty rainforests and carved watchmen in the quiet time of winter.

The student explores how people made their way through this vast land and how ships the size of huge houses loomed over the horizon. The student feels the splash of icy water as traders race along a wild river to find a faster route. The student watches as navvies pound spikes along mountain cliffs, and stands on hard cannery floors alongside workers who cut fish. The student smells sweet, cut cedar with loggers and will march with concerned Canadians to save old-growth forests. The student comes to appreciate the physical geography, environment, and natural resources of this region and finds out how these elements affect the quality of life of its citizens.

Assessment

This is how the marks for Module 9 are distributed:

Assignment Booklet 9A

Chapter 1 Assignment	15 marks
Chapter 2 Assignment	20 marks
Chapter 4 Assignment	30 marks
Chapter 5 Assignment	15 marks
Chapter 6 Assignment	6 marks
Chapter 7 Assignment	<u>20 marks</u>
Total	106 marks

Assignment Booklet 9B

Chapter 8 Assignment	20 marks
Chapter 10 Assignment	10 marks
Chapter 11 Assignment	10 marks
Chapter 12 Assignment	10 marks
Chapter 13 Assignment	20 marks
Chapter 14 Assignment	10 marks
Chapter 15 Assignment	14 marks
Chapter 16 Assignment	<u>6 marks</u>
Total	100 marks

Field Trips and Speakers

Field trips and guest speakers can enrich your student's experience and help reinforce concepts. This module provides several opportunities for both. The following are suggested field trips for Module 9:

- a railroad museum
- a logging site (especially one on the West Coast)
- a river or stream with a fish ladder
- a fish hatchery
- a West-Coast museum, especially one that includes a totem-carving or a cedar-canoe display
- a travel agency to gather information about Vancouver Island and Haida Gwaii (Queen Charlotte Islands)

If opportunities are available, listen to speakers discuss some of the stories and history of First Peoples from British Columbia.

Arrange for guest speakers, such as the following:

- people in the fishing or logging industries
- someone who is from British Columbia or who has recently visited there to share photographs and memories

Supplemental Reading

The following are books to supplement the topics covered in Module 9.

- *A Scattering of Seeds: The Creation of Canada*, by Lindalee Tracey, McArthur and Company, 1999.
- *British Columbia: Land of Promises*, by Patricia E. Roy and John Herd Thompson, Oxford University Press, 2005.
- *Canada's West Coast*, by Chris Cheadle, Altitude Publishing Canada, 1998.
- *Crests of the Haida*, by Pearle Pearson, Pacific Educational Press, 1985.
- *Flashback Canada*, by J. Bradley Cruxton, Oxford University Press, Fourth Edition, 1999.
- *Great Canadian Lives: Portraits in Heroism to 1867*, by Karen Ford, Doubleday, 1985.
- *I Have Lived Here Since the World Began: An Illustrated History of Canada's Native People*, by Arthur J. Ray, Key Porter Books, 1998.
- *Indians of the Northwest: Traditions, History, Legends, and Life*, by Petra Press, Gareth Stevens Publishing, 2000.
- *Master Mariner: Captain James Cook and the Peoples of the Pacific*, by Daniel Conner, Douglas and MacIntyre, 1999.
- *Ninstints: Haida World Heritage Site*, by George F. MacDonald, University of British Columbia Press, 1983.
- *Sea and Cedar: How the Northwest Coast Indians Lived*, by Lois McConkey, Firefly Books, 1991.
- *Secret of the Dance*, by Andrea Spalding and Alfred Scow, Orca Book Publishers, 2006.
- *The Cordillera*, by Melanie Ostopowich, Weigl Educational Publishers, 2006.
- *The Illustrated History of British Columbia*, by Terry Reksten, Douglas and McIntyre, 2001.
- *The Kids Book of Canadian Exploration*, by Ann-Maureen Owens, Jane Yealland, and John Mantha, Kids Can Press, 2004.
- *The Last Spike: The Great Railway, 1881–1885*, by Pierre Berton, Anchor Canada, 2001.
- *The Story of Canada*, by Janet Lunn, Christopher Moore, and Alan Daniel, Key Porter Books, third edition, 2000.

- *Vancouver: Gateway to the Pacific*, by Jill Foran, Weigl Educational Publishers, 2002.
- *Victoria: City of Gardens*, by Elma Schemenauer, Weigl Educational Publishers, 2000.

Websites

The following websites may be helpful for the study of Module 9:

- *The Canadian Encyclopedia*
<http://www.canadianencyclopedia.ca>
- *Canadian Mountain Encyclopedia*
<http://www.bivouac.com>
- *Emily Carr House*
<http://www.emilycarr.com>
- *City of Vancouver* (This website includes a video where students can watch council meetings.)
<http://www.vancouver.ca>
- *Port Vancouver*
<http://www.portvancouver.com>
- *Aboriginal Resources and Services*
<http://www.collectionscanada.gc.ca/aboriginal/index-e.html>
- *Batstar Adventure Tours*
<http://www.batstar.com>
- *History by the Minute*
<http://www.histori.ca/minutes>
- *Parks Canada*
<http://www.parkscanada.ca>
- *Royal BC Museum*
<http://www.bcarchives.gov.bc.ca>
- *British Columbia Tourism Travel Guide*
<http://www.britishcolumbia.com>
- *Tourism Prince Rupert*
<http://www.tourismprincerupert.com>
- *The Respect to Bill Reid Pole*
<http://www.virtualmuseum.ca/Exhibitions/Billreidpole/english/index.html>
- *The Art of Paul Kane*
<http://www.paulkane.ca/>
- *Council of Forest Industries Northern Operations*
<http://forest-education.info/>
- *Japanese Canadian History*
http://www.japanesecanadianhistory.net/the_war_years.htm

Chapter 1: Places of Welcome

Objective

The student is introduced to Leijin Wong and the Borowsky family. The Borowsky family will host Leijin in Vancouver, British Columbia. Along with Leijin, the student learns about Vancouver's Stanley Park and is introduced to some coastal First Nations people through a totem-pole display.

Instructional Strategies

Discuss some of the varied cultures demonstrated by the many languages spoken in the school that Emma and Aaron attend. Brainstorm with your student some ideas about what is meant by the statement "English and French and a love of Canada are common threads that bind us."

Have your student tell you about some of the attractions found at Stanley Park, and describe what happened to the park on December 15, 2006. Also, discuss how individuals, the community, and the three levels of government have come together to help restore the park.

In his or her own words, have your student explain the significance of totem poles. Assist the student in any further research about either totem poles or Stanley Park.

At the end of the chapter, the student works in Assignment Booklet 9A.

Chapter 2: The Vast Land and Ocean

Objective

The student is introduced to the geographic regions of British Columbia and the various types of landscapes found in the province. The student also uses an atlas and a map of British Columbia to locate some of its major places.

Instructional Strategies

If you have a map of British Columbia, you may choose to hang it in the student work area. Also, be sure the student has an atlas. Discuss with the student the geographic regions found in British Columbia.

The student is required to do map work in Assignment Booklet 9A and also research how Vancouver and Victoria were named. The student will need access to the Internet, reference books, or encyclopedias to find this information.

Chapter 3: An Amazing Island

Objective

Leijin attends school in Vancouver for the first time, and she generally compares her city and island with what she has seen of British Columbia and Vancouver. The student investigates the geography, climate, flora, and fauna of Vancouver Island to appreciate and value the diversity in Canada.

Instructional Strategies

Discuss with your student the similarities between Vancouver and British Columbia with Taiwan and the city of Taichung. When the student completes the chapter, have the student tell you about Vancouver Island. Ask about the geography, climate, flora, and fauna.

There is no assignment at the end of this chapter; but in the Chapter 4 Assignment, the student will elect to “visit” either Vancouver Island or the Queen Charlotte Islands. The student will need access to an atlas or maps of the islands, as well as books and encyclopedias, or the student requires access to the Internet to do the research necessary to complete a trip planner. If the student has previously visited Vancouver Island or the Queen Charlotte Islands, encourage the student to select new places to go and new activities to do. Initiate a discussion with the student about places to see and things to do on Vancouver Island.

Chapter 4: Haida Gwaii

Objective

The student learns about and investigates Haida Gwaii (the Queen Charlotte Islands) to better appreciate the diversity of geographic phenomena in Canada and the environmental significance of national parks and protected areas. The student will also learn more about the major geographical regions, landforms, and bodies of water in Western Canada.

Instructional Strategies

Along with Leijin, the student learns about Haida Gwaii and Gwaii Haanas National Park Reserve and Haida Heritage Site. Discuss the pristine nature of the park. Use a map to discuss the location of Haida Gwaii and to relate how people can access the islands and the national park.

Supply a \$20 bill so the student can view the artwork by Haida Gwaii artist Bill Reid on the reverse of the bill.

At the end of the chapter, the student works in Assignment Booklet 9A. To complete the research project in Assignment Booklet 9A, the student will need information to plan a trip to either Vancouver Island or Haida Gwaii. Encourage the student to select a place he or she has not been to before. Help the student gather appropriate resources such as books, encyclopedias, or travel brochures. Or the student can use the Internet.

Chapter 5: People of the Salmon

Objective

The student learns about First Nations people of British Columbia. The student examines how Aboriginal cultures and ways of life are unique in this region of Canada, and the student also learns how the natural environment and geography are determining factors of this diversity.

Instructional Strategies

Discuss with the student the brief story that begins the chapter, and compare the two maps.

Review with your student the life cycle of salmon, or have the student relate the salmon’s life cycle to you.

Discuss how the rhythms of life for First Nations people followed the salmon’s life cycle. Also discuss how the rituals practised concerning the salmon demonstrate their respect for this fish.

At the end of the chapter, the student works in Assignment Booklet 9A.

Chapter 6: A Time of Canneries

Objective

The student learns about the fishing industry—and particularly salmon canneries—to appreciate the variety and abundance of natural resources. They will also determine how communities are sustained and how natural resources affect the quality of life.

Instructional Strategies

The chapter begins with a discussion of how plentiful salmon were when Europeans arrived in British Columbia. The chapter relates how these newcomers to the province chose to preserve the salmon by canning it and selling it in Europe and in other parts of Canada. Discuss with the student the workers in the canneries, who they were, and their working conditions. Ask the student to explain why salmon numbers quickly dropped and why many canneries had to close. See if the student can recognize some cause-and-effect issues surrounding the canning industry.

Encourage the student to do a further investigation of the salmon industry by visiting the websites recommended in the Student Module Booklet or by doing a general search on the Internet or by checking books and encyclopedias.

At the end of the chapter, the student works in Assignment Booklet 9A.

Chapter 7: Rebuilding and Revival

Objective

The student develops an appreciation of the complexity of identity in the Canadian context by examining the story of Japanese-Canadians. The student will recognize how changes in society over time can affect identity.

Instructional Strategies

Before the student begins Chapter 7, have the student tell you what she or he already knows about the history of Japanese-Canadians in British Columbia. Discuss what the student already knows.

After the student has completed the chapter, discuss what happened during World War II, what redress means, and what it meant to the Japanese community in Canada.

At the end of the chapter, the student works in Assignment Booklet 9A.



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ASSIGNMENT BOOKLET 9A

Grade 5 Social Studies
Module 9: Chapters 1–7

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

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2. All faxing costs are the responsibility of the sender.

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GRADE 5



SOCIAL STUDIES

Canada

The Land, Histories, and Stories

Assignment Booklet 9A

Module 9

Celebrate Beautiful British Columbia

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Chapter 1 Assignment	15	
Chapter 2 Assignment	20	
Chapter 4 Assignment	30	
Chapter 5 Assignment	15	
Chapter 6 Assignment	6	
Chapter 7 Assignment	20	
	106	

Teacher's Comments

Grade 5 Social Studies
Module 9: Celebrate Beautiful British Columbia
Assignment Booklet 9A

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ASSIGNMENT BOOKLET 9A
GRADE 5 SOCIAL STUDIES: MODULE 9
CHAPTER 1 ASSIGNMENT TO CHAPTER 7 ASSIGNMENT

This Assignment Booklet is worth 106 marks out of the total 206 marks for the assignments in Module 9. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

15

Chapter 1 Assignment: Places of Welcome

In the space provided, answer the following questions using complete sentences.

2

1. What is the name of Vancouver's best-loved park?

3

2. Explain how First Nations cultures and ways of life are represented in the park.

3

3. Explain what happened to Stanley Park on December 15, 2006.

3

4. Who will pay for the restoration of the park?

- 4
5. List three attractions in the park that you would like to see, or, if you have been to the park, list the three attractions you enjoyed most. Explain why.
-



Turn to Chapter 2 in the Module 9 Student Module Booklet.

20

16



Chapter 2 Assignment: The Vast Land and Ocean

1. Use an atlas, and find a map of British Columbia and of North America. Label the following places on the maps.

Map A

- Vancouver Island
- Queen Charlotte Islands
- Alberta
- Yukon Territory
- Northwest Territories
- United States

Map B

- Vancouver
- Victoria
- Prince Rupert
- Prince George
- Kamloops
- Kelowna
- Vernon
- Dawson Creek
- Cranbrook
- Nanaimo

Map A



ADAPTED FROM MAP RESOURCES

Map B



ADAPTED FROM MAP RESOURCES

2. Use the Internet, reference books, or encyclopedias to answer the following questions in complete sentences.

2

a. How did Vancouver get its name?

2

b. How did Victoria get its name?



Turn to Chapter 3 in the Module 9 Student Module Booklet.

30

Chapter 4 Assignment: Haida Gwaii

Choose to visit either Vancouver Island or Haida Gwaii (the Queen Charlotte Islands). You will plan a trip of five days. This does not include the time it will take to get there from Vancouver. Use the information in the Student Module Booklet, and then use the Internet, books, encyclopedias, or brochures from a local tourist office to gather trip information. You need to collect and find the following information:

- Select either Vancouver Island or Haida Gwaii to visit.
- Determine how you will get from Vancouver to your first destination.
- Select five destinations to visit.
- Determine what you will see and do at each place. For example, perhaps you plan to do outdoor activities such as hiking, kayaking, canoeing, or fishing. Or maybe you will choose arts and cultural activities such as visiting a museum, watching a theatre production, or seeing an art gallery. Or will you be touring and sightseeing?

5

1. Explain in complete sentences exactly how you will get from Vancouver to your first destination.

25

2. Complete the following trip planner.

	Destination	What I Will See	What I Will Do
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			



Turn to Chapter 5 in the Module 9 Student Module Booklet.

15

5

Chapter 5 Assignment: People of the Salmon

1. “People of the Salmon” is an expression sometimes used to refer to West Coast First Nations people of British Columbia. Why do you think this expression has been used to refer to these First Peoples?

10

2. Rituals were important in catching and preserving salmon. Describe two rituals discussed in this chapter that were practised by the People of the Salmon.

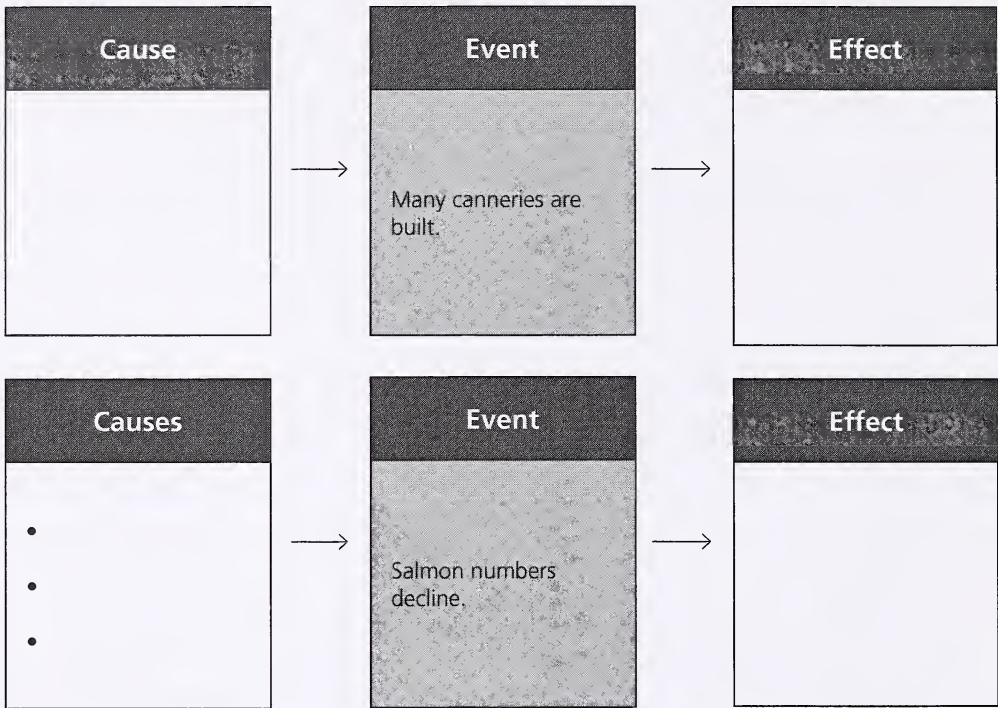


Turn to Chapter 6 in the Module 9 Student Module Booklet.

6

Chapter 6 Assignment: A Time of Canneries

In this chapter you learned about a series of cause-and-effect relationships in the British Columbia fishing industry. Fill in the cause-and-effect portions of each chart based on information from the Student Module Booklet.



Turn to Chapter 7 in the Module 9 Student Module Booklet.

20

9

Chapter 7 Assignment: Rebuilding and Revival

1. Should Japanese-Canadian people have been treated the way they were during World War II? In the following charts, fill in two points of view surrounding the treatment of Japanese-Canadian people during World War II.

Also fill in a chart about how Japanese people were treated by the Canadian government in 1988.

Issue	
Should Japanese-Canadian people have been treated the way they were during World War II?	
↓	
Canadian Government During World War II	
↓	
Japanese-Canadians During World War II	
↓	
Canadian Government in 1988	

11

2. Number the following events in the correct order from 1 (first) to 11 (last).

- _____ Young Japanese men came to British Columbia and often worked in the canneries.
- _____ World War II broke out, and 21 000 Japanese-Canadians were ordered to move inland. Their property was confiscated and sold.
- _____ The government lifted all travel restrictions for Japanese-Canadians.
- _____ Manzo Nagano, the first-known Japanese immigrant to Canada, arrived in British Columbia.
- _____ Japanese women came to Canada to join the men who worked in canneries.
- _____ About 4000 Japanese people were sent to Japan.
- _____ Redress was granted to the Japanese community by the Canadian government.
- _____ When many canneries closed, Japanese workers offered to work in the remaining canneries for less money.
- _____ The first new immigrants in 50 years arrived from Japan.
- _____ The Japanese families began to buy fishing boats, and they opened their own fish-processing plants.
- _____ The National Association of Japanese Canadians requested redress from the Canadian government.



Turn to Chapter 8 in the Module 9 Student Module Booklet.